Evaluating Your District Title I Program

Rick Bartosh Title I Consultant Iowa Department of Education Program evaluation is carefully collecting information about a program or some aspect of a program in order to make necessary decisions about the program."

Carter McNamara

http://managementhelp.org/evaluatn/fnl_eval.htm#anchor1575679

Title I Program Evaluation is *not* –

- About proving the success or failure of the program
- A highly complex process
- Dependent upon outside experts
- Title I Teacher evaluation
- Focused solely on student test scores
- A once a year ordeal

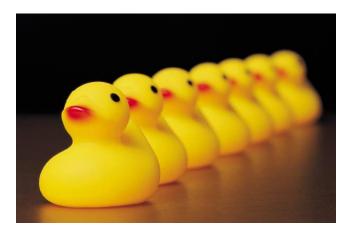
Evaluation Considerations -

- Focus on utility, relevance, and practicality
- Remain open to continuing feedback
- Adjust the program based on the feedback
- Determine what information is needed to make decisions
- Be willing to commit to understanding what is really going on

Reasons for Program Evaluation

- Understand, verify, or increase the impact of services for students
- Improve delivery mechanisms to be more efficient and effective
- Identify program strengths and weaknesses to improve the program
- Verify that you are doing what you say/think you are doing

- What are the purposes of the evaluation?
 - Are the "right" students being served?
 - Should more/fewer students be served?
 - Are parents being effectively involved?
 - Are the "right" services being provided?
 - Other?



- Who are the audiences for the evaluation?
 - Title I advisory group?
 - Parents?
 - School board?
 - Building leadership team?
 - Building teaching staff?

- What kinds of information are needed?
 - Information to understand the processes of the program
 - Feedback from students, parents, teachers, support staff
 - Current program outcomes and expectations
 - Perceived program strengths
 - Perceived program needs or weaknesses

- What sources should information be collected from?
 - Parents, staff, students
 - District data/assessment coordinators
 - Other?
- How can information be collected in a reasonable fashion?
 - Questionnaires
 - Interviews
 - Web based surveys
 - Documents
 - Focus groups
 - Other?

- Federal legislation requires that a school operating a Title I program annually evaluate the implementation of, and results achieved by, the Title I program.
- The school must revise its plan as necessary based on the results of the evaluation to ensure continuous improvement.

- An annual review of the strategies in the Title I plan to determine if they are contributing to the desired outcomes -
 - Improved student achievement
 - Greater parental involvement
 - More high quality professional development



Results can -

- Inform internal program management
- Help school leaders make informed decisions to improve program quality
- Help stakeholders better understand how effectively the school is meeting stated goals
- Increase understanding of specific strategies
- Help the school determine the usefulness of activities
- Promote interest in and support of the program

- Consider these primary questions
 - Has the Title I program been effective?
 - What has worked well in the Title I program?
 - What has not worked well in the Title I program?
 - How should the Title I program be refined?

- Help participating children meet the State's challenging student academic achievement standards expected for all children
- Ensure that planning for students served under this part is incorporated into existing school planning;

- Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that —
 - (i) give primary consideration to providing extended learning time, such as an extended school year, before and after—school, and summer programs and opportunities;
 - (ii) help provide an accelerated, high-quality curriculum, including applied learning; and
 - (iii) minimize removing children from the regular classroom during regular school hours for instruction provided under this part;

- Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs;
- Provide instruction by highly qualified teachers;

- Provide opportunities for professional development with resources provided under this part, and from other sources, for
 - Teachers
 - Principals
 - Paraprofessionals
 - Pupil services personnel
 - Other staff
 - Parents
- Provide strategies to increase parental involvement, such as family literacy services; and
- Coordinate and integrate Federal, State, and local services and programs

- A comprehensive needs assessment of the entire school
- Schoolwide reform strategies that
 - provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement
 - use effective methods and instructional strategies that are based on scientifically based research that —
 - strengthen the core academic program in the school;
 - increase the amount and quality of learning time and help provide an enriched and accelerated curriculum;
 - include strategies for meeting the educational needs of historically underserved populations;

- Schoolwide reform strategies that
 - include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include —
 - counseling, pupil services, and mentoring services; and
 - are consistent with, and are designed to implement, the State and local improvement plans, if any.

- Instruction by highly qualified teachers.
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
- Strategies to attract high-quality highly qualified teachers to high-need schools.

- Strategies to increase parental involvement such as family literary services.
- Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.
- Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance
- Coordination and integration of Federal,
 State, and local services and programs

Title I Targeted Assistance Evaluation- Data Collection Guide

Methods of Data Collection	Student Achievement	Student Planning and Coordination	Curriculum and Instruction	High Quality Professional Development	Family Involvement	Program Coordination
Self Assessments						
Observations						
Interviews and/or Surveys						
School Records			An			
Group Discussions						
Evaluation/ Data Reports						
Student Work						
Other						

Title I Schoolwide Evaluation - Data Collection Guide

Methods of Data Collection	Schoolwide Reform Strategies	Student Achievement	Curriculum and Instruction	High Quality Professional Development	Family and Community Involvement	School Context and Organization
Self Assessments						
Observations						
Interviews and/or Surveys						
School Records			An			
Group Discussions						
Evaluation/ Data Reports						
Student Work						
Other						

Final Considerations -

- Are the "right" students receiving the "right" services?
- Are the students being served showing growth in achievement?
- Are all legal requirements for the program being met?

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http://www.iowa.gov/educate/index.php?option=co
m_content&task=view&id=659&Itemid=1650

Title I Spring Updates

- May 6 AEA 267 Clear Lake
- May 6 AEA 13 Atlantic
- May 8 -AEA 11 Heartland-Woodside Office
- May 12 AEA 8 Pocahontas
- May 12 AEA 15 Ottumwa
- May 13 AEA 1 Elkader Office
- May 13 AEA 16 Burlington

- May 14 AEA 10 Clarion Hotel, Cedar Rapids
- May 15 AEA 267 Cedar Falls Office
- May 18 AEA 14 Creston
- May 19 AEA 267 Marshalltown Office
- May 20 NW AEA -Sioux City
- May 20 AEA 9 Bettendorf